

## ABSTRAK

**Karmawati:** *Analisis kesalahan siswa kelas VI SD dalam menyelesaikan soal-soal matematika berdasarkan kompetensi yang sulit pada UASBN tahun pelajaran 2007/2008 di Kecamatan Limboto.* **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2009.**

Penelitian ini bertujuan untuk: (1) mengidentifikasi jenis kesalahan siswa kelas VI SD dalam menyelesaikan soal-soal matematika berdasarkan kompetensi yang sulit pada UASBN tahun pelajaran 2007/2008 di kecamatan Limboto, (2) untuk mendeskripsikan letak kesalahan siswa kelas VI SD dalam menyelesaikan soal-soal matematika berdasarkan kompetensi yang sulit pada UASBN tahun pelajaran 2007/2008 di kecamatan Limboto, (3) untuk mendeskripsikan sumber kesalahan siswa kelas VI SD dalam menyelesaikan soal-soal matematika berdasarkan kompetensi yang sulit pada tahun pelajaran 2007/2008 di kecamatan Limboto. Penelitian merupakan penelitian deskriptif. Populasi penelitian ini adalah siswa kelas VI sekolah dasar (SD/MI) di Kecamatan Limboto yang berasal dari 34 sekolah yg terdiri dari 31 SD dan 3 MI. Pemilihan sampel dilakukan dengan menggunakan teknik *stratified proportional random sampling*. Dari hasil tes, kemudian dipilih subjek penelitian melalui teknik *purposive sampling*. Pengumpulan data dilakukan dengan menggunakan tes dan wawancara terhadap subjek untuk memperjelas jenis, letak, dan sumber kesalahan siswa. Analisis data dilakukan dengan menghitung jumlah kesalahan siswa, menganalisis hasil tes dan wawancara, dan menarik kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa: (1) jenis kesalahan siswa dalam menyelesaikan soal-soal matematika berdasarkan kompetensi yang sulit pada UASBN tahun pelajaran 2007/2008 di Kecamatan Limboto meliputi: kesalahan membaca simbol pada soal, kesalahan pemahaman soal, kesalahan konsep, kesalahan transformasi, kesalahan prinsip, kesalahan melakukan operasi, kesalahan menentukan kedudukan benda, dan kesalahan karena kecerobohan. (2) letak kesalahan siswa meliputi: salah membaca simbol pada soal, salah menentukan apa yang diketahui dan yang ditanya pada soal, salah menentukan model matematika dan rumus untuk menyelesaikan soal, salah melakukan operasi dalam menyelesaikan soal, dan salah menggambar bangun datar, salah menentukan sifat-sifat bangun datar, salah menentukan arah yang berlawanan dengan jarum jam, dan salah menggambar bangun pada bidang cartesius. (3) sumber kesalahan siswa meliputi: kurang menguasai simbol matematika, kurang memahami makna soal, kurang menguasai model matematika dan rumus yang tepat untuk menyelesaikan soal, kurang menguasai operasi pecahan, kurang menguasai operasi hitung bilangan, kurang menguasai skala dan perbandingan, kurang menguasai pengukuran, kurang menguasai simetri putar, dan kurang menguasai cara menggambar bangun pada bidang cartesius.

## ABSTRACT

**KARMAWATI:** *Analysis of Errors Made by Year VI Elementary School Students in Mathematics Test Items Requiring High Competence in the National Standard Final School Examination in the Academic Year of 2007/2008 in Limboto District.* **Yogyakarta: Graduate School, Yogyakarta State University, 2009**

This study aims to: 1) identify types of the errors made by Year VI elementary school students in mathematics test items requiring high competence in the National Standard Final School Examination (NSFSE) in the academic year of 2007/2008 in Limboto District, 2) describe locations of the errors made by

Year VI elementary school students in mathematics test items requiring high competence in the NSFSE in the academic year of 2007/2008 in Limboto District, and 3) describe sources of the errors made by Year VI elementary school students in mathematics test items requiring high competence in the NSFSE in the academic year of 2007/2008 in Limboto District.

The research population comprised Year VI students of elementary schools (SD/MI) in Limboto District, consisting of 31 SDs and 3 MIs. The sample was selected using the stratified proportional random sampling. On the basis of the results of the test, the research subjects were selected using the purposive sampling technique. The data were collected using a test and interviews with the subjects to clarify the types, locations, and sources of the errors made by the students. The data were analyzed by counting the number of the errors made by the students, analyzing the results of the test and interviews, and drawing conclusions.

The results of the study are as follows. (1) Types of the errors made by Year VI elementary school students in mathematics test items requiring high competence in the NSFSE in the academic year of 2007/2008 in Limboto District include errors in reading symbols in the test items, misunderstanding of the test items, conceptual errors, transformation errors, principle errors, errors in carrying out operations, errors in determining the location of an object, and errors due to negligence. (2) Locations of the errors made by the students include errors in reading symbols in the test items, errors in determining what is given and what is unknown in the test items, errors in determining the mathematical model and the formula to answer the test items, errors in carrying out operations to solve the test items, and errors in drawing plane figures, errors in determining properties of plane figures, errors in determining the anticlockwise direction, and errors in drawing figures on the Cartesian plane. (3) Sources of the errors made by students include the lack of mastery of mathematical symbols, the lack of understanding of the test items, the lack of mastery of mathematical models and appropriate formulas to solve test items, the lack of mastery of operations on fractions, the lack of mastery of arithmetic operations on numbers, the lack of mastery of scales and ratios, the lack of mastery of measurement, the lack of mastery of the rotation symmetry, and the lack of mastery of how to draw figures on the Cartesian plane.